

Texas Education Agency Standard Application System (SAS)

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2014 MAY 20 PM 2:39 Document Control Center </div>
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Houston Independent School District	Vendor ID # 74-6001255	Mailing address line 1 4400 W. 18 th Street	
Mailing address line 2	City Houston	State TX	ZIP Code 77092-8501
County- District # Campus number and name 101912 163/Sugar Grove MS	ESC Region # 04	US Congressional District # TX-018	DUNS # 061292124

Primary Contact

First name Lynett	M.I. L	Last name Hookfin	Title School Principal
Telephone # 713-271-0214	Email address LHOOKFIN@houstonisd.org		FAX # 713-771-9342

Secondary Contact

First name Annetra	M.I. A	Last name Piper	Title Manager, Grants
Telephone # 713-556-6785	Email address Apiper@houstonisd.org		FAX # 713-556-7023

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Terry	M.I. B	Last name Grier	Title Superintendent of Schools
Telephone # 713-556-6300	Email address HISDSuperintendent@houstonisd.org		FAX # 713-556-6323
Signature (blue ink preferred)			Date signed 5-19-14

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approved form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted on the [Amendments](#) section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Sugar Grove Middle School (SGMS) is in dire need of an instructional reform. SGMS is a priority school that is located in the Southwest area of Houston, Texas. Based on research data, there are required interventions which are needed in order for transformation to occur at a campus. The campus is a required improvement campus due to lack of meeting Annual Yearly Performance (AYP) during the 2010-11, 2011-12, and 2012-13 school years. According to STAAR results for the 2012-13 school year, Index 1 (Student Achievement), Index 2 (Student Progress), and Index 3 (Closing Performance Gaps) were not met. There is a confirmed need to increase the overall student academic performance and close achievement gaps amongst subgroups. During the 2012-13 school year, only 5 of the 29 eligible categories were met and there is significant gap in the achievement of special needs and Limited English Proficiency (LEP) students. Not only is there a need to improve the academic success of students who attend Sugar Grove MS, but the campus leadership team and other support leaders are committed to having a safe environment that is conducive to learning for our students. Transformation of the campus will not only consist of successfully meeting the emotional and academic needs of students, but the responsibility of allowing students to experience a positive social environment since there is a large percentage of gang violence among adolescents in the area.

Sugar Grove's budget was developed based on staff and training that will be crucial to the success of SGMS students. The campus leader along with the HISD Grant Department developed a three year budget that will allow SGMS to implement a program that is rich in instruction and data driven. We plan to introduce a substantial amount of professional development to our teachers so they will be better prepared to teach our students. Funding from this grant will help SGMS begin a positive transformation at the campus. With the support of additional funding, district and campus leadership can effectively execute plans of successfully restructuring the campus to substantially raise the achievement of students each consecutive year. If named a Grantee of the Texas Title I Priority Schools (TTIPS) grant, students at Sugar Grove MS will be able to have a rich middle school experience in which they can gain one or two more grade levels of closing their individual achievement gaps by receiving additional instructional time in academic areas needed. Grant funding will allow the start of a new middle school program that would consist of focusing on meeting the needs of the whole child at the important adolescent stage of their lives. Since Sugar Grove MS is not a magnet school or campus with an exceeding abundance of funding due to the number of students that are enrolled on campus, being selected as a campus recipient of the TTIPS means grant short and long term goals of our students can be accomplished.

Based on research data, there are required interventions which are needed in order for transformation to occur at a campus. Although the current administrative team is serving as a catalyst to ongoing positive changes in the campus' climate, instructional focus, and social awareness of enrolled students, there is a deficit to support and sustain more teachers, students, and parents due to lack of funding. The goals and objectives in serving as a campus grant recipient consists of the following:

- * Transform the overall instructional program to guarantee extended learning time for identified students in reading and mathematics.
- * Restructure the Special Education program to ensure that we close the achievement gaps of students with Individualized Educational Plans (IEPs) and maximize their instructional time in a co taught classroom environment.
- * Build human capital on campus through ongoing research based professional development, effective Professional Learning Communities, and develop continuous cohorts of campus leaders.
- * Increase the overall reading and math STAAR scores with 80% of our students meeting the standard Phase I score during the 2014-15 school year
- * Increase parental involvement on campus
- * Improve student achievement in the areas of writing, science, and social studies
- * Improve the overall campus climate and culture

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- * Increase quality level of teachers to ensure that every classroom has an effective instructional leader
- * Improve the instructional program for LEP students and increase their academic performance with the objective of 80% of the LEP population meeting the Phase I standards in all tested areas
- * Increase the academic achievement of African- American students with the goal of meeting the Phase I standard in all testing areas at passing rate of 80%.

The Overall Instructional Program Design:

The transformation plan will consist of redesigning the school leadership team by including teacher leaders and other support staff that will lead interventions within the transformational model. The entire staff will receive professional development at the beginning of the school year and on an ongoing basis regarding the goals and expectations of the TTIPS grant. Professional development plans will also be geared towards best practices of campus leaders and teachers that guarantee student academic improvement. Funds will be utilized to attract and train highly qualified additional staff members who will serve as monitors of the TTIPS grant. Data will then be used to design and execute a quality instructional program in which the outcome will be continuous growth in student academics each and every school year. The data progress tracked and measured will be monitored and used to drive decisions to improve the quality of education for all students at Sugar Grove MS. Data will not only be presented and tracked at the campus and teacher levels but at the student level as well. Individualized learning plans that include data tracking and progress measures will also be mandated at the student level so that all campus stakeholders are held accountable for the campus improvement in great academic gains.

Quarterly reviews of tracking and reporting data, reviewing curriculum pacing, how technology is incorporated into daily lessons, and the evaluation of effective rigorous instructional delivery will also be included in the reform strategies. Monitoring the effectiveness of our school-wide Response to Intervention (RTI) program will be a key success factor in establishing systems and additional assistance for students who are at the risk of not meeting the Texas Essential Knowledge and Skills (TEKS) mastery level of 80% on concepts delivered and those who are not meeting the expectations of 80% mastery on all summative and formative assessments. The campus Intervention Assistance Team (IAT) will play a major role in improving student transitions such as preparation for our incoming 6th grade students and exiting 8th graders. Advanced coursework such as project based learning, Science, Technology, Engineering, and Mathematics (STEM) electives, and Advanced Placement will be provided to increase academic rigor and college career readiness for Sugar Grove MS students. Although Sugar Grove MS is not a magnet campus, the instructional program will include a focus on STEM courses offered to students during and after the school day and during spring and summer breaks. Community and parental involvement will be attained through an instructional approach. Community members and parents will be invited to planned sessions that improve the overall perception of the campus and showcase student progress in all academic areas.

This application completely and accurately answers all TEA requirements. The strategic intent of the Houston ISD is to transform persistently low performing schools and to close the achievement gap between student groups. Transforming SGMS will be a multiyear effort, and it will require teamwork collective vigilance to stay focused on the issues that have the greatest potential to improve the academic performance of our students. The district is committed to finding resources through Title 1, foundations matching grants and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued and can develop relationships with their educators and to continue funding these efforts when the funding ends.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101912	Amendment # (for amendments only):
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$1,620,927		\$1,620,927	
Schedule #8	Professional and Contracted Services (6200)	6200	\$921,375		\$921,375	
Schedule #9	Supplies and Materials (6300)	6300	\$300,690		\$300,690	
Schedule #10	Other Operating Costs (6400)	6400	\$110,000		\$110,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$733,503		\$733,503	
Total direct costs:			\$ 3,686,495		\$3,686,495	
3.126% indirect costs (see note):			\$63,491		\$63,491	\$
Grand total of budgeted costs (add all entries in each column):			\$ 3,750,000		*\$3,750,000	\$

Administrative Cost Calculation

Enter the total grant amount requested:	\$ 3,750,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$187,500
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$1,250,000	\$1,250,000	\$1,250,000	*\$3,750,000

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101912		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide	2	100%	\$180,000	
3	Tutor	6	100%	\$216,000	
4	Project director	1	100%	\$ 225,000	
5	Project coordinator			\$	
6	Teacher facilitator	1	100%	\$168,000	
7	Teacher supervisor			\$	
8	Secretary/administrative assistant			\$	
9	Data entry clerk	1	100%	\$90,000	
10	Grant accountant/bookkeeper			\$	
11	Evaluator/evaluation specialist			\$	
Auxiliary					
12	Counselor			\$	
13	Social worker			\$	
14	Community liaison/parent coordinator	1	100%	\$ 129,000	
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$ 1,008,000	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$30,000	
26	6119	Professional staff extra-duty pay		\$300,000	
27	6121	Support staff extra-duty pay		\$50,000	
28	6140	Employee benefits		\$ 232,927	
29	61XX	Tuition remission (IHEs only)		\$	
30	Subtotal substitute, extra-duty, benefits costs			\$ 612,927	
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$ 1,620,927	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Parent Community involvement service/outreach at \$9,000 per year.	<input checked="" type="checkbox"/>	\$27,000	
2		<input type="checkbox"/>	\$	
3		<input type="checkbox"/>	\$	
4		<input type="checkbox"/>	\$	
5		<input type="checkbox"/>	\$	
6		<input type="checkbox"/>	\$	
7		<input type="checkbox"/>	\$	
8		<input type="checkbox"/>	\$	
9		<input type="checkbox"/>	\$	
10		<input type="checkbox"/>	\$	

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$27,000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: Professional Services		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Extended learning time for 200 students. SGMS students will receive additional academic support in the area of reading.		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions: 3	\$102,000
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$2,000
Contractor's other operating costs		\$2,500	
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$106,500	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101912		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
Specify topic/purpose/service: Professional Services		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Extended learning time for 200 students. Students will receive additional instructional time in the area of math.			
2	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs: \$113,500	# of positions: 4	\$109,000
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$2,000
	Contractor's other operating costs		\$2,500
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$113,500	
Specify topic/purpose/service: Core subject-specific pedagogy for core teachers		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Professional development for core teachers			
3	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:\$447,750	# of positions:	\$447,750
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$447,750	\$
Specify topic/purpose/service: Data Analytics to inform instruction		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Professional development for core teachers			
4	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:\$60,000	# of positions:	\$60,000
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$60,000	\$
Specify topic/purpose/service: Differentiated Instruction in core subjects		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Professional development for teachers			
5	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:\$100,000	# of positions:	\$100,000
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$100,000	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)				
6	Specify topic/purpose/service: Cultural proficiency training		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Professional development for core teachers			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs: \$30,000	# of positions:	\$30,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$30,000	\$	
7	Specify topic/purpose/service: Conversational Spanish for teachers		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Professional development for core teachers			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs: \$36,625	# of positions:	\$36,625	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$36,625	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$27,000	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$894,375		
(Sum of lines a, b, c, and d) 3-Year Grand total		\$921,375		

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 101912				Amendment number (for amendments only):			
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
5				\$			
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$300,690	
3-Year Grand total:						\$300,690	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

*General supplies and materials needed to implement TTIPS project – 3 years X \$40,230 = \$120,690

* Instructional supplies and materials for students – 3 years X \$20,000 = \$60,000

*Parent Center Resources – 3 years X \$30,000 = \$90,000

*Science Family Night/Parent Meetings - 3 years X \$10,000 = \$30,000

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$60,000	
	Specify purpose: Professional development training in the areas of math, reading, problem solving skills, and PLC training.		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$45,000	
	Specify purpose: College tours, field trips for all grade levels		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$3,000	
	Specify purpose: Parental professional development		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$2,000	
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	
6490	Indemnification compensation for loss or damage	\$	
6490	Advisory council/committee travel or other expenses	\$	
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	
Remaining 6400—Other operating costs that do not require specific approval:		\$	
3-Year Grand total:		\$110,000	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

Mandatory grant related training/meetings in Austin - costs that do not require specific approval

Travel for students = \$5,000 per grade level for college tours and career related field trips x 3 grade levels = \$15,000 x 3 years = \$45,000 - Costs may include transportation, lodging, and food depending on the location of the college.

Travel for staff - registration fees for conference - \$450; airfare - \$500; hotel - 4 nights hotel at \$150/night; per diem - \$75/day; ground transportation - \$150 --Total for trip = \$2,000 x 10 people = \$20,000 per year x 3 years = \$60,000

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 101912			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1	Library books	N/A	N/A	\$90,000	\$
66XX/15XX—Technology hardware, capitalized					
2	Laptop Carts for students and staff	5	\$45,000	\$225,000	\$
3	Colored printers	11	\$800	\$8,800	\$
4	Black and white printers	20	\$450	\$9,000	\$
5	Laptops for teachers	55	\$1,200	\$66,000	\$
6	Coordinators computer/printer	1	\$2,000	\$2,000	\$
7	Smartboards	5	\$2,000	\$10,000	\$
8	LCD Projectors	8	\$1,500	\$12,000	\$
9	Computer desktops	12	\$1,000	\$12,000	\$
10	CIS computer/printer	1	\$2,000	\$2,000	\$
11	Parent Liaison computer/printer	1	\$1,200	\$1,200	\$
66XX/15XX—Technology software, capitalized					
12	Web-based core subjects software licenses	800	\$369	\$295,503	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$733,503	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	150	21%	Attendance rate	95%
Hispanic	534	74.8%	Annual dropout rate (Gr 9-12)	0%
White	19	2.7%	Annual graduation rate (Gr 9-12)	N/A%
Asian	7	1.0	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	45%
Economically disadvantaged	676	95%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	34%
Limited English proficient (LEP)	314	44%	Students taking the ACT and/or SAT	N/A%
Disciplinary placements	27	4%	Average SAT score (number value, not a percentage)	N/A
			Average ACT score (number value, not a percentage)	N/A

Comments

At this current date, the Southwest area of Houston, Texas is considered one of the most dangerous areas of the city. Research gathered indicates that the average crime rate in the area is 21 violent incidents a month, and 85 non-violent incidents a month. The drop-out rate is at an all-time high; 12.2% of African American and 11.3% of Hispanic students' dropout in ninth grade (TEA TAPR 2013). Sugar Grove MS services the needs of many overage students who are one or more grade level behind due to past academic performance or a late start in school. The pregnancy rate for teens in the immediate neighborhood is 25 - 49 pregnancies for every 1,000 girls (The University of Texas Prevention Research Center 2011). The crime infested area and average house hold income of homes surrounding the campus will not be a barrier for students who attend Sugar Grove MS on a daily basis to receive a quality education

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	23	56.6%	No degree	0	0%
Hispanic	3	9%	Bachelor's degree	26	63%
White	13	32%	Master's degree	15	37%
Asian	1	2%	Doctorate	0	0%
1-5 years exp.	16	39%	Avg. salary, 1-5 years exp.	\$46,032	N/A
6-10 years exp.	9	22%	Avg. salary, 6-10 years exp.	\$49,108	N/A
11-20 years exp.	9	20%	Avg. salary, 11-20 years exp.	\$52,580	N/A
Over 20 years exp.	7.0	17.2	Avg. salary, over 20 years exp.	\$66,971	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								244	239	231					714
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								244	239	231					714

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								13	13	13					39
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								13	13	13					39

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The principal and other leadership team members at Sugar Grove MS examined data from the 2012-13 school year and assessed the needs of the community, staff, and students. In the process the team found that there was an immediate need to increase the overall academic achievement of all students at Sugar Grove MS. According to 2012-13 school data, all three (3) Indexes were not met. In Index 1- (Student Achievement) the maximum amount of 1,762 only 830 were earned. Index 2 (Student Progress) Sugar Grove MS students earned only 318 points of a maximum of 1,200 and in Index 3 (Closing Performance Gaps) 485 points of 1,200 points were earned. According to the State of Texas Assessment of Academic Resources (STAAR) data of 29 eligible categories, Sugar Grove MS met a total of 5 in the area of Overall Academic Performance Rates. The only groups that met the measure for Index 1 (Student Achievement) included all students in reading at a rate of 50% passing, the overall group of African American and Hispanic students in reading, and Economically Disadvantaged students in reading. In the area of mathematics, the only population that was successful in meeting the measurable target was Hispanic students. The following groups did not meet the target for Index 1 (Student Achievement) for the 2012-13 school year: Special Education and English Language Learners (ELL) the area of reading, all other students except for Hispanic students in the area of mathematics which includes African American, Economically Disadvantaged, Special Education, and ELL students. In the area of Writing, none of Sugar Grove MS's groups met the target which included all 7th grade, African American, Hispanic, Economically Disadvantaged, Special Education, and ELL students. In the areas of 8th grade social studies and science none of the students in all groups met the target of 50% which again included, African American, Hispanic, Economically Disadvantaged, Special Education, and ELL students.

Eligible Categories will remain the same for the 2013-14 School Year

	Total Met 2012-13/ Total Eligible	Percent of Eligible Measure Met	Groups that met the target	Groups that did not meet the target
Reading	4/6	67%	All, AA, Hisp, Econ. Disadv	Spec Ed, ELL
Mathematics	1/6	17%	Hisp	All, AA, Econ Disadv, Spec Ed, ELL
Writing	0/5	0%	None	All, AA, Hisp, Econ Disadv, Spec Ed, ELL
Science	0/6	0%	None	All, AA, Hisp, Econ, Disadv, Spec Ed, ELL
Social Studies	0/6	0%	None	All, AA, Hisp, Econ, Disadv, Spec Ed, ELL

Performance Rates	5	29	17%
Participation Rates	12	12	100%
Overall Total	17	41	41%

Index 1- Student Achievement Points Earned- 830 Max Points 1,762

Index 2- Student Progress Points Earned- 318 Max Points- 1,200

Index 3- Closing Performance Gaps Points Earned- 485 Max Points- 1,200

Along with the overall need to improve academic performance of all students at Sugar Grove MS the data confirms that there is a need to restructure the academic program for Special Needs (13%) and Limited English Proficiency (LEP) populations. The 2012-13 school year STAAR assessment results has placed Sugar Grove MS in the Priority status and in the category of schools not meeting Annual Yearly Performance (AYP) during the 2010-11, 2011-12, and 2012-13 school years. The leadership also confirmed that there was an immediate need to build human capital on campus. According to 2012-13 student STAAR and Stanford results, ALL returning teachers had negative Education Value-Added Assessment System (EVAAS) data. This imperative data indicated that returning teachers needed assistance on building their instructional delivery skills to meet the needs of ALL learners on campus

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

and need guidance on how to identify students who are at risk, be proactive at making sound instructional choices with data, and use resources to ensure that all students are successful. The overall campus EVAAS report indicated that the students at Sugar Grove MS regressed academically according to STAAR and Stanford testing data. Although the 2012-13 appraisal ratings for many teachers who returned during the 2013-14 school year was above or well above average, the negative EVAAS scores indicated a need for ongoing teacher professional development, successful Professional Learning Communities (PLCs), and leadership training on how to effectively evaluate teachers during classroom observations and other professional standards.

Data collected indicated that teachers at Sugar Grove MS need customized professional development experiences since the experience level of teachers varied. According to 2012-13 data 39% of 41 teachers were at 5 or less years of experience, 22% at 6-10 years of experience, and 39% were at 11 or more years of experience. According to data, to meet the immediate needs of students at Sugar Grove MS it is non-negotiable that all teachers receive ongoing training on how to support the needs of English as a Second Language (ESL) and LEP students. The need for more teachers to learn best practices and strategically deliver instruction that improves all student skills in the areas of reading, writing, listening, and speaking (RWLS) is necessary. It is imperative that all teachers are knowledgeable on how to follow the data cycle and transformation school principles that guide all staff members to understand the framework of how to be a successful educator in a transformational educational setting.

Along with the academic needs and sense of urgency to increase the effectiveness of all classroom teachers at Sugar Grove MS, the overall attendance rate of students and teachers was below average. The student attendance rate was 93% and rated unacceptable by the district's middle school attendance goal. A review of attendance data revealed a high suspension rate during the 2012-13 school year causing many student referrals due to infractions such as physical altercations, drug possession, repeated level I issues, and students skipping class. Data indicates that the staff at Sugar Grove MS needs to focus on providing a safe and nurturing environment for all students which includes meeting all student needs academically, socially and emotionally. A comprehensive school wide program to encourage positive student behavior needed. Programs such as this addressing the school climate and culture will support efforts to proactively give attention to students in need and at-risk of failure.

Data also indicated an extreme need to add additional instructional reading and math classroom time for all identified struggling students. In order to accordingly abide by one of the districts non-negotiables for priority middle schools, there is still an urgent need to provide more additional instructional time and support for all Sugar Grove MS students. Closing the achievement gaps (Index 3) amongst subgroups and increasing student achievement at every grade level (Index 1) will require a restructured instructional program to ensure academic progress for all students. Without a radical change in revamping the instructional framework which includes the master schedule, extended learning time, and personalized learning, it will be difficult for Sugar Grove MS to meet all indexes in the future.

The need for an increase in parental involvement at Sugar Grove MS is a high priority need according to surveys, parent meeting sign in sheets, and the academic needs of our students. The middle school concept of embracing and meeting the needs of all students in a school environment includes the importance of families at the critical middle school age group which according to research directly influences the academic path and success rate of students in poverty stricken communities.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	A restructured instructional framework that best meets the needs of English Language Learners (ELL) and Limited English Proficiency (LEP) students at Sugar Grove MS. The LEP population at SGMS is currently at 44%.	With a LEP population of 44% the implemented TTIPS grant would financially provide the abilities to guarantee ongoing professional development and training sessions for teachers to enhance their skills in successfully supporting ESL learners at all levels. The grant would also allow literacy programs and other initiatives for parents and students that Sugar Grove MS serves.
2.	Increase the need of parental involvement during the 2014-15 school year, 100% of parents will participate in at least one school event/parent session during the school year.	The grant would give the campus budget additional needed funds that will have a major impact on increasing the involvement of parents and community members. Funds could assist with the development of an onsite parent center, resources for our parents to gain better parenting skills, and programs which can provide parents an opportunity to learn how to assist their children with academic achievement and successful social skills.
3.	Develop and sustain human capital through ongoing professional development for teachers and administrators.	The grant will allow the entire staff to receive professional development on how to improve instruction and the academic performance of all students through ongoing sessions that will guarantee effective planning and the delivery of rigorous lessons and activities in bell to bell instruction. Funding will allow the campus to transform by having an effective teacher in every single classroom at Sugar Grove MS.
4.	Review of best practices to address needs. The campus special education program will be revamped.	In order for the overall instructional program at Sugar Grove MS to improve, additional finances will be utilized to assist in revamping the special education program. Additional funds will assist with hiring the necessary instructional support staff.
5.	Provide extended learning time in reading and math that supports the instructional needs of all students and staff members.	The TTIPS grant funding will serve as a major support in the restructuring of the instructional program at Sugar Grove MS. Additional instructional time is required for students who need immediate support according to data. An extended learning day is only possible if additional funding is allocated in the area of increasing academic time during the school day and on Saturdays.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Master's Degree required At least three years experience as an exemplary Principal or a person in a similar leadership capacity Administrative Certification
2.	Campus Principal	Must have a Master's Degree. Administrator's Certificate appropriate for the Principals position. Experience in school transformation and effective campus leadership. The principal must be able to serve as an instructional leader who is capable of leading the administrative team and teachers make decisions based upon data.
3.	Grade Level Deans	Must have a Master's degree from accredited college or university required. Mid-Management Certification Experience: At least three years of classroom teaching and/or school administrative experience. Develop a Student Services and Discipline Team, charged with daily student management and development of a student-responsive school climate and culture.
4.	Academic Tutor	Must have a minimum of 60 college hours, Bachelor's degree strongly preferred. Knowledge of districts policies and procedures.
5.	Parent Liaison	Bachelor's degree in education or related field; strong communication skills, experience working with groups, making presentations; excellent organization skills.
6.	Campus Teachers and Teacher Leaders	Highly qualified educators according to grade level/content area certifications. Teachers should have at least a bachelor's degree and a certificate(s) in the teaching field(s) that they are responsible for teaching for the 3 year grant period.
7.	Communities in Schools Representative	The Communities in Schools representative must have experience in building campus/community relationships. It is necessary that the selected CIS liaison has worked with a campus/community similar to Sugar Grove MS. The person must have a bachelor's degree.
8.	Project Director	The Project Director must have at least a master's degree in leadership. This person must have leadership experience in overseeing teachers and or a grant project that involves increasing student achievement. The Project Director has to communicate with the school principal and other staff members the progress/goals met within the grant throughout the three year period.
9.	Data Entry Clerk	Must have a High school diploma. 1 – 3 years of experience. Knowledge of districts policies and procedures
10.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's Procurement Services Department is responsible for facilitating the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. Through this synergistic effort, both the supplier and HISD will benefit from working as business partners to strengthen the social and economic foundation of the district and the community at large. The mission of the HISD Procurement Services Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. In other words, the right products and services, at the right cost, from the right supplier, to the right location, at the right time, every time.

Procurement Services has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. The district is required to competitively bid any/all expenditures greater than \$10,000.00 in the aggregate; meaning just about every purchase made by the district.

BIDS AND PROPOSALS: All expenditures (district-wide) must be competitively bid by the Procurement Services Department, only. Competitive bids are generally solicited either by means of a Request For Proposal (RFP), or a competitive sealed bid (or proposal). While RFP's may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Procurement Web site and are physically posted on the district bulletin board in the Hattie Mae White Educational Support Center.

Usually, all contracts that require Board of Education approval (\$10,000. or greater) will result in a Master Agreement (contract), against which, one or more purchase orders may reference.

MINORITY AND WOMEN BUSINESS ENTERPRISES (M/WBE) PROGRAM: HISD, in keeping with its high standards, good business practices and fiduciary responsibility as a taxpayer supported public entity, continually strives to ensure that all Suppliers have the opportunity to support HISD, and is committed to providing equal procurement opportunities to MWBE Suppliers. HISD defines M/WBE Suppliers as a business enterprise that is at least 51% owned, operated, managed, and controlled by one or more members of the following socially or economically disadvantaged groups: African Americans, Hispanic Americans, Asian/Pacific Island Americans, Native American Indians (American Indians, Eskimos, Aleuts, and native Hawaiians), and women. HISD's minimum MWBE goal is 20% of all purchasing and construction, and 25% for professional services. At the very least, good faith efforts in the use of MWBE's are required by policy in the purchase of:

- Goods and Nonprofessional Services s (General and Subcontractors)
- Construction Contract
- Professional Services

All district suppliers are asked to commit to the same goals when doing business with their suppliers. M/WBE seminars are held on the first (business) Monday of each month.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director at the campus level will be responsible for collecting feedback and implementing plans for continuous improvement. Formative and summative forms of evaluation will be used to monitor feedback and provide continuous improvement for the proposed project. The Project Director will communicate on a quarterly and end of year basis the findings of the formative and summative assessments to the Campus Principal, school staff, parents, community members, school business partners and HISD Superintendent, Board of Trustees, and Texas Education Agency.

The plan for continuous improvement will be based on the previously stated goals and objectives. The process for the proposed plan will be reviewed frequently for needed improvements. The findings of the formative evaluation will be used to supply timely feedback on the progress of the proposed project.

To guarantee an effective process for feedback and continuous improvement is implemented, a plan for evaluation will be designed at the school level that will achieve the following:

- Organize regular meetings with all invested parties to discuss the progress of the project.
- Based on the feedback gathered at these meetings, modifications will be implemented to the proposed project as needed.
- Surveys will be distributed throughout the project to gain feedback from all invested parties.
- For issues that cannot be resolved at the campus level, the Campus Principal will report these challenges to the Superintendent of Schools for a quick resolution.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ***strategic intent of the Houston ISD*** is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and the majority. With that in mind the district has lengthen the school hour, with additional teacher time and rigorous tutorials in the lowest performing high schools as a means of closing this achievement gap. **HISD has adopted the lengthened time, rigorous tutorials and parent commitment as a culture in the bid to transform these schools into high achieving, college and career ready life-long learning community.**

Sugar Grove Middle School is fully committed to the continuation of this program after the grant period has ended. The school will work vigorously to meet the needs of the students by continuing to implement the strategies outlined in the proposed projects plan.

Transformation at Sugar Grove MS will sustain after the grant funding ends due to the fact that the achievement gap between the SpEd, AA, and LEP students will be lowered by at least 25% each year. Lowering the achievement gap will consist of providing extended learning time for identified students, offering rigorous tutorials, and increasing the skills of all classroom teachers and campus leaders. The extended learning time for targeted groups will guarantee that students decrease the number of years in which they are behind. It will also decrease the number of students who are at risk, in danger of failing, and overage numbers. The additional time after school and or Saturdays will build the learning stamina of students who according to data have not been successful in the past academically. The smaller setting and additional assistance will motivate students to strive for academic achievement and be held accountable for their contribution in making progress in their own learning. The extended time provided for identified students will allow them to successfully track their data and met their goals and objectives throughout the school years. Rigorous tutorials that will be held after school and on Saturdays allow students to remain encouraged on making progress in the areas of reading and math. Personalized instructional groups and customized learning plans will create a culture of learning and student progress when students recognize that they are continuously making academic gains according to data.

Increasing the skills of all classroom leaders will allow teachers to become confident in their instructional leadership when they track the ongoing success rate of their students. After participating in ongoing professional development and PLCs, teachers will practice their professional learning on a continuous basis in the classroom. Campus leaders will continue to post the progress of teachers in the overall organization in categories in which professional development, data trainings, and PLCs have been held. EVAAS data for teachers will continue to increase which will increase the overall academic gains of the campus each consecutive year. Campus leaders and other classroom teachers will practice leadership skills in attracting and recruiting teachers to fill teaching vacancies due to teacher retires or promotions. Effective teachers will continuously be retained since the professional development of teachers and campus will have established a culture of excellence in teaching and learning. Campus leadership will sustain due to the organizations commitment to closing the achievement gaps, building human capital, and effective coaching practices learned through professional development experiences. Campus leadership members will continue to be responsible for building teacher capacity through ongoing constructive feedback and allowing teachers to reflect about their goals and progress.

The climate of having a small number of student infractions and students motivated to learn will continue due to leadership capacity amongst students. The culture of students being proactive about increasing their academic success and serving as model citizens will continue as the campus establishes "The SGMS way" of being model students. There will be fewer distractions for our students since their focus will be on participating in engaging learning and social activities throughout their three years of middle school at SGMS. Students will be more excited about their learning since they will be more knowledgeable in tracking their academic progress, responsible for their positive behavior and actions, and have more parental support at school and at home. According to data, Sugar Grove MS students will be more prepared than the three previous years of the grant to enter and be successful in high school and college career courses.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston ISD will be committed to find additional resources to match future grants and other resources to support the continuation of the transformational work at Sugar Grove MS. The district will continue to build campus leadership relationships with SGMS and other high performing schools in the Houston and Texas areas. The Houston ISD Board of Education will continue to support the sustainability of transformation work at SGMS by continuously allowing district leaders to report ongoing progress and encourage the developed strategic direction that increases more academic achievement each continuous year after the TTIPS grant has ended.

Supporters also recognize that the program's focus on data-driven decision making will allow teachers to sustain and even enhance the best practices already in place within their schools. The principal acknowledges that "the TTIPS (program) expectations for standards-based classroom practices and regular use of a variety of data sources will make it possible for each student to receive quality instructional experiences and at the level he needs.

Specific strategies for enabling sustainability include:

- Using technology to train teachers through HISD's Professional Development Department and Instructional Technology resources.
- Developing a way to identify which of the reforms are worth sustaining, by regularly monitoring grant activities and the movement toward desired outcomes.
- Allocating staffing and budgetary needs in long-term (2-3 year) planning; reallocating resources as needed.
- Changes that have resulted in obvious benefit may become district priorities, resulting in funding provided to continue them in all schools. Leadership training might be an example of such an expense/activity.
- Changes that have been of campus benefit but that may not become district priorities (such as a Saturday project-based school) will become priorities for local campus funds and entitlement funds after the grant ends.

In addition, to the district efforts to ensure continuation and sustainability, Sugar grove Middle School will continue efforts to increase student enrollment and maintain enrollment stability by increasing student achievement and improving school climate.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Evaluate the success rate of our LEP and ELL students during every grading cycle, district and STAAR assessments each year.	1.	LEP and ELL students will show progress on all formative and summative assessments.
		2.	LEP and ELL students will continue to improve in all academic areas according to student progress reports and report cards each grading cycle.
		3.	LEP student data will prove that there is a continuous growth track record in moving to the next level of learning; i.e. beginners, intermediate, advanced intermediate, and transitioning
2.	Track the number of parents who attend each campus event such as student led conferences, content area sessions for students and parent's ex. Science Family Night, and Parent Teacher Organization (PTO).	1.	Sign in sheets for all parent involvement events will be collected. The number of parents attending all events will increase by at least 15-20% throughout the three year grant period.
		2.	Each student on campus will invite their parent/guardian to at least one campus event each school year. Sign in sheets from campus sessions will be collected and verified to determine that the goal of 100% has been accomplished of having all parents attend at one event yearly.
		3.	Parent surveys results will show that at least 75% or above of our parents are satisfied at an average or above average rating of being in communication with school officials on how to academic support their child at home.
3.	Monitor and evaluate the continuous improvement of teacher instructional delivery skills, administrative coaching, and professional development sessions.	1.	Teacher observation and walkthrough data will show ongoing growth in all professional standards and instructional focused criteria used the TADS evaluation system.
		2.	EVAAS data for each campus teacher will increase each year. The overall EVAAS gain for year one: 50%, year 2: 75%, year 3:100% of teachers will show student added value.
		3.	Improvement in student reading and math STAAR scores and overall campus progress in Index 1, Index 2, and Index 3. The overall passing rate consists of 75% in all tested areas in year 1, 80% year 2 and 85-90% in year 3.
4.	Evaluate the restructuring of the campus special education program and comparing student data of the TTIPS grant years to prior years.	1.	Using individual student tracking sheets, progress reports, and student report cards to determine continuous academic progress for 100% of our special needs students.
		2.	Increase the amount of percentage gain in Index 3- Closing the achievement gap of special needs students.
		3.	Collect data from all annual ARDS and determine that 100% of campus special needs students make academic gains in all subject and tested areas.
5.	Evaluate the effectiveness of student extended learning in the areas of mathematics and reading for targeted students.	1.	Increase all STAAR scale scores for all students including subgroups and special populations.
		2.	Decrease the achievement gap of subgroups (SpEd, AA, and LEP) by at least 25% each year of the grant.
		3.	Decrease the number of students who are one or more grade levels behind according to STAAR scale and Stanford scores; at least 50% each year.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will continuously be collected and analyzed to evaluate the success of the transformational plan during the three years of the grant. The population being served by the grant consisting of students, parents, teachers, and other leaders will be monitored by measures that are directly linked to student achievement and the overall progress of Sugar Grove MS's instructional program, and school rating. Data will consist of

- * STAAR and Stanford data in all content/grade levels
- * Student and teacher attendance rates
- * Attraction and retention of effective and highly qualified teachers
- * Evaluation ratings of teachers and progress tracking
- * Student progress and report cards
- * Monthly student discipline referrals and infractions
- * Percentage of students who are present and successful in extended learning time programs
- * Surveys of students and parents regarding if their needs are being met academically and socially
- * Questionnaires of parents and students communicating effectively with school personnel about instructional issues/progress
- * Number of parents involved in our school events
- * Number of community partnerships created/sustained

The plan to monitor continuous improvement includes formative and summative components to ensure complete transformation work and ongoing progress after the grant ends. The selected Project Director will be responsible for communicating with HISD's Research and Accountability Department and report data on a quarterly basis to the principal, leadership team, staff, students, parents, community, and other campus stakeholders. The Board of Education and the district's Superintendent, and the Texas Education Agency will have access to all data reports at all times.

The evaluation process of the plan will consist of the following:

- * PLCs and other meetings where student data is compiled, analyzed, and goals are set
- * Survey data from all students, parents, and staff members
- * Data, dialogues, and discussions will be ongoing and feedback will be directly given to campus leaders and other district leadership members to ensure collaboration about how to successfully remain on a progressive track.
- * Procedures and protocols on how to monitor, report, and evaluate the grant progress will be given and followed accordingly by all campus staff members.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. The principal and leadership team will establish clear expectations for the use of ongoing data collection and the data cycle	08/14	10/14
			B. Campus leaders including teachers will decide and confirm the non-negotiable of the school wide data system at Sugar Grove MS	08/14	09/14
			C. A school wide data team will be established and required to meet once a month	08/14	05/17
			D. Training will be held at the beginning of the school year for teachers to fully understand their role and responsibilities regarding the school wide data system	08/14 08/15 08/16	09/14 09/15 09/16
			E. Ongoing PD sessions will be provided to increase the skill level of teachers on how to effectively use data to make instructional decisions	08/14	05/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Classroom data will be used to give systematic feedback to students. All teachers will use classroom data tracking form for each class period.	08/14	05/17
			B. Students will record formative and summative assessment results on their individualized tracking forms in reading and math	09/14	05/17
			C. Teachers will track data on a consistent basis to explicitly identify what TEKS each student needs to improve in. Differentiated instructional grouping will be based upon data results (personalized learning plans)	09/14	05/17

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			D. Teachers will use individual student data to create personalized learning for all students in reading and math	09/14	05/17
			E. Teachers will be trained on how to create quality assessments.	09/14	05/17

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. PD sessions will be held to train teachers on how to prepare for one on one data conferences with the principal/and or deans	08/14	10/14
			B. PLCs will be held to allow teachers to collaborate and create plans for next steps after assessment data has been analyzed	09/14	05/17
			C. Teachers will be trained on how to effectively analyze data and develop quality plans to improve their instructional delivery and lesson plans	09/14	12/14
			D. Teachers will present their student data tracking forms and discuss next steps after analyzing data during their quarterly one on one data sessions	10/14	03/17
			E. Vertical alignment team meetings will be held on a monthly basis	09/14	04/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Students will learn how to use data feedback forms and set quarterly goals	09/14	05/17
			B. Teachers will train students on how to examine their own data and create individualized learning goals	09/14	12/14
			C. The RTI and IAT teams will meet monthly to discuss the progress of identified students. Data will be used to track the academic progress of identified students.	09/14	05/17
			D. Students will attend tutorial sessions during the school day if they did not master (80%) concepts on their 3 week assessments in math and reading	10/14	04/17

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			E. Differentiated instruction will be a part of teacher action plans after data is analyzed	09/14	05/17
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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Lynett Hookfin</i> 6/17/2013		
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures	A. The vision of the leadership will include using data to filter any type of decisions on campus	08/14	05/17
			B. The leadership team will model the decision making process for teacher leaders and other classroom teachers to use during all PLCs and Data Team meetings	08/14	12/14
			C. Protocols and roles/responsibilities of all campus teachers will be established for PLCs and Data Team meetings	08/14	12/14
			D. The campus leadership team will participate in professional trainings to develop skills in empowering teachers by using data systems	08/14	5/15
			E. The campus leadership team will attend PD sessions to lead interdependent teacher teams that commit to the TTIPS grant goals	08/14	12/14
			F. The leadership team and other teacher leaders will attend PD sessions that increase problem solving and data coaching skills	08/14	12/14
			G. An organizational health questionnaire will be given to teachers to assist in monitoring the effectiveness of campus leaders	08/14 08/15 08/16	05/15 05/16 05/17

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		that are rigorous and comparable across classrooms.	H. The leadership team will be trained how to successfully assist teachers to create quality assessments	08/14	05/17
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Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Team focused walkthroughs will be conducted in classrooms where teachers have shown significant increases in student data.	10/14	03/17
			B. Identified teachers will be recognized during PLC sessions for having effective plans after assessment data has been analyzed	10/14	4/17
			C. Grade level/content area teams that have demonstrated continuous success in academic achievement progress will present at our monthly faculty meetings	10/14	05/17
			D. Celebrations will be held to acknowledge teachers who have made significant student growth according to EVAAS data	02/15 02/16 02/17	02/15 02/16 02/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. The leadership team will develop established protocols to recruit, reward, and replace staff.	08/14	08/14
			B. Grant funding will be used to attract and staff teachers who are highly effective according to EVAAS data	08/14 04/15 04/16	08/14 07/15 07/15
			C. Flexibility will be given to support extended learning times for identified students in the areas of reading and math	08/14	05/17
			D. Funding will be used to assist with all school transformation goals during the grant time period	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Restructure the school day to maximize instructional learning	08/14	08/14
			B. Create a Saturday learning camp for students to receive additional academic support	08/14	08/14
			C. Create a system that will allow all campus and teacher leaders to track and monitor all extended learning programs	08/14	08/14
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Personalize schedules for identified students to receive a double dose of reading and math	08/14	08/16
			B. Train teachers on how to incorporate reading, writing, listening, and speaking in all content areas	08/14 08/15 08/16	12/14 12/15 12/16
			C. Schedule time for teachers to plan lessons that integrate grade level reading/math skills regardless of the content area assigned	08/14	05/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Align out of school academic activities with the curriculum taught during the school day	08/14	05/17
			B. Create schedules for teachers from the regular school day and out of school programs to communicate on a monthly basis	08/14	05/17
			C. Provide tailored engaging activities during all extended day programs	08/14	05/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional	A. Continuously create schedules to allow teachers to collaborate and make decisions based upon student assessment results	08/14	05/17

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		development within and across grades and subjects.	B. Provide PD sessions for teachers to improve in delivering differentiated instruction and personalized student plans	08/14	05/17
			C. Allow time for teachers to create effective rigorous lessons and activities in all content and elective subjects	08/14	

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	1. Provide ongoing mechanisms for family engagement	A. Conduct parental questionnaires at the beginning of the school year to find the needs of our parents	08/14 08/15 08/16	09/14 09/15 09/16
			B. Develop a campus task force who will identify key staff members to serve on our school wide parent support team	08/14 08/15 08/16	10/14 10/15 10/16
			C. Provide parents with middle school parental involvement toolkits that include parental suggestions on how to support middle school adolescents at home.	09/14 09/15 09/16	09/14 09/15 09/16
			D. Allow PTO members to select yearly officers and recruit members.	08/14	05/17
			E. Inform and train parents on our school wide Volunteers in Public Schools (VIPS) process and expectations	08/14	05/17
		2. Provide ongoing mechanisms for community engagement	A. School decision making committee	08/14	05/17
			B. Recruit community to serve on an advisory committee	08/14	05/17
			C. Investigate mentoring programs to engage students and appropriate mentees	08/14	05/17
			D. Plan project-based learning activities to connect students and community.	08/14	05/17
			E. Plan and schedule a community stakeholder breakfast to encourage participation	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. All staff members will be trained on our school wide improvement climate system- Positive Behavior and Interventions Support (PBIS)	08/14	05/17
			B. The campus will receive assistance on implementing PBIS to reduce disciplinary incidents	08/14	05/17
			C. Utilize grant funding to support positive rewards and incentives for students who make progress in behaviors and attendance rate	08/14	05/14
			D. Proactively provide and track the progress of interventions for students who need additional academic and behavior support on a quarterly basis	08/14	05/17
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	<p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p>	A. Teachers will learn how to create mini assessments to quickly assess the needs of students at the beginning, middle, and end of each class period	08/14	05/17
			B. Teachers will learn how to increase the quality of student products with the use of student rubrics.	08/14	05/17
			C. Campus leaders and all teachers will monitor student individualized data trackers on an ongoing basis	08/14	05/17
			D. Teachers will participate in quarterly teacher report cards to monitor their individual progress in data tracking and classroom observation/results feedback	08/14	05/17
			E. PD sessions will be provided for teachers to learn how to correctly place student data in the campus data	08/14	05/17
			F. Teachers will be trained on how to create data walls in their classrooms to track	08/14	05/17
			G. Teachers will learn how to use flexible grouping methods effectively and practice this skill throughout the school year	08/14	05/17
			H. PD sessions will be given to teachers on how to score student assessments to quickly track and monitor progress of all students	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Teachers will receive trainings on how to earn above average ratings on evaluation criteria	08/14	12/14
			B. Teachers will participate in focused walkthroughs to observe above average ratings in identified instructional practice areas	08/14	12/14
			C. Teachers will customized PD trainings on how to increase their skills in identified areas	08/14	05/17
			D. Teachers will be placed on Prescriptive Plan for Action (PPAs) if they need continuous instructional improvement guidance	08/14	05/17
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Campus leaders will meet one on one with teachers to discuss their customized PD plan each year	08/14 08/15 08/16	10/14 10/15 10/16
			B. Teachers will participate in PLCs that allow collaboration about how to successfully differentiate instruction	09/14	02/17
			C. Personalized learning trainings for teachers will be given every month for each subject area	09/14	04/17
			D. Teachers will practice strategies learned in PLC and PD sessions and receive quick feedback from campus leaders	10/14	03/14
			E. Teachers will learn how to track differentiated instruction data and create learning plans	08/14	05/17
			F. Teachers will receive ongoing technology training on how to incorporate technology into daily lessons and activities.	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Selected teachers will attend professional development sessions and present strategies learned.	08/14	05/17
			B. Teachers will be trained on how to effectively serve as classroom leaders using the PBIS school wide system	08/14	05/17
			C. Opportunities will be provided for teachers to travel out of state for professional development opportunities/campus site visits that increase their skill sets in supporting LEP and ELL learners.	08/14	05/17
			D. Opportunities for career growth will occur for teachers during the 3 year grant period. Teachers will receive additional financial incentives to improve student data.	08/14	05/17

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal.	<i>Provide name and date of hire for principal or date of anticipated replacement:</i>		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
E.					

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	<i>Improve School Climate</i>	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID: 101912			Amendment # (for amendments only):	
Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL) – Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.				
Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.				
CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101912

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Houston Independent School District is fully dedicated to using the TTIPS grant funds to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school transformation model. Sugar Grove's principal along with chosen school staff will create a school calendar that supports extended learning time for identified students. The school will monitor the use of grant funds in accordance with the detailed budget that is described in the application. Houston ISD has an extensive and solid history of managing large grants – both financial and managerial aspects.

Sugar Grove will use TTIPS grant funds as an incentive to attract teachers that are shown to be highly effective through EVAAS. TTIPS grant funds are necessary for Sugar Grove to fulfill the required activities, resources, and related services to fully support the implementation of the proposed project. The summation of the proposed services that students will be provided with in school tutorial sessions, extended learning times in reading and math, which will increase student mastery on assessments. Sugar Grove will provide on-going professional development in the areas of Data Driven Instruction, Positive relationships for students, student mentoring and incentives.

Houston Independent School District will provide technical assistance to Sugar Grove Middle School on multiple levels via **Central Office Administration** including the:

- **Grants Department:** General grant management and technical assistance in the completion and filing of progress reports with TEA.
- **Research and Accountability:** Assistance in accessing student data for evaluation reports.
- **Accounting/Budgeting/Purchasing Departments:** Assistance in managing budgets, tracking of expenses, purchases; and completion of periodic financial reports as required by TEA
- **Legal Department:** Assistance in the development and approval of contracts.
- **Curriculum Department:** Support of curricula enhancements and assistance with the districts online curricular alignment resource.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101912

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
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	Other strategy			
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	Other strategy			
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	Other strategy			
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	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: